

## BTEC Assignment Brief

<b>Qualification</b>	<b>Pearson BTEC Level 1/Level 2 Tech Award in Sport, Activity and Fitness</b>
<b>Component number and title</b>	<b>3: Applying the Principles of Sport and Activity</b>
<b>Learning aim</b>	<b>C: Delivering and reviewing sessions for target groups</b>
<b>Assignment title</b>	<b>Deliver and Review</b>
<b>Assessor</b>	
<b>Issue date</b>	
<b>Hand in deadline</b>	

<b>Vocational Scenario or Context</b>	Your head coach was very impressed with your session plan and would like to see you deliver this and then review your own performance. If you can perform well and review accurately, your head coach will support you to complete the NGB award in your sport!
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<b>Task 1 – Part A</b>	<p>Independently deliver the main component of your planned session to your target group. Your head coach will record you delivering this as evidence that can be used to help with the reviewing process as well as support your attempt to get onto the NGB course.</p> <p>When you deliver your main component you should ensure:</p> <ul style="list-style-type: none"> <li>• you use the skills and attributes that identify you as a successful coach</li> <li>• meet the aims and objectives</li> <li>• you are well organised</li> <li>• you are dressed appropriately</li> <li>• your session is safe with control measures implemented</li> <li>• previous injuries are identified for the participants</li> <li>• you meet the needs of the participants</li> <li>• you use equipment and technology effectively.</li> </ul> <p>Your head coach will provide you with a record of activity for portfolio to demonstrate your progression to becoming a successful leader.</p>
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<b>Checklist of evidence required</b>	<ul style="list-style-type: none"> <li>• Video evidence.</li> <li>• Record of activity.</li> </ul>
<b>Task 2</b>	<p>Now that you have delivered your session you should demonstrate your ability to review your own performance effectively.</p> <p>Firstly you should use a variety of methods to review. You should select these from:</p> <ul style="list-style-type: none"> <li>• questionnaires/comment cards</li> <li>• videos</li> <li>• feedback from the participants</li> <li>• feedback from the head coach</li> <li>• self-reflection.</li> </ul> <p>Before you begin your review you should plan the different parts you need to include. You should show consideration to the following:</p> <ul style="list-style-type: none"> <li>• did the session meet the participants needs</li> <li>• the physical and health benefits</li> <li>• the physiological impact of exercise on the body systems</li> <li>• the psychological impact of exercise on the participant including mental health</li> <li>• the appropriateness of components of fitness</li> <li>• if you met the aims and objectives</li> <li>• what went well</li> <li>• what could be improved</li> <li>• justifying the skills you used and the decisions taken</li> <li>• how sessions could be adapted, changed or improved</li> <li>• recommendations for the diet of participants.</li> </ul> <p>You should now write your review, ensuring that you:</p> <ul style="list-style-type: none"> <li>• review, discuss and evaluate your planning and leading of the main component of the sport/activity session.</li> <li>• describe and explain your strengths and areas for improvement</li> <li>• suggest targets for future sessions that could make you a better leader</li> <li>• explain the targets that you set and the reasons for setting these</li> <li>• justify each area for improvement for future sessions ensuring that you clearly include the impact the improvements would have on your performance if implemented.</li> </ul>
<b>Checklist of evidence required</b>	<ul style="list-style-type: none"> <li>• Questionnaires/comments cards.</li> <li>• Participant feedback.</li> <li>• Tutor feedback.</li> </ul>

	<ul style="list-style-type: none"> <li>• Written document.</li> </ul>
<b>Criteria covered by this task:</b>	
Criteria reference	To achieve the criteria, you must show that you are able to:
<b>C.2D3</b>	Evaluate the delivery of the planned sport/activity session including links to physical and psychological benefits, justifying areas of improvement for future sessions.
<b>C.2M3</b>	Discuss own delivery of planned sport/activity session, explaining strengths and areas for improvement and explaining targets for future sessions.
<b>C.2P4</b>	Independently lead the main component of a planned sport/activity session, demonstrating use of appropriate skills and qualities throughout.
<b>C.2P5</b>	Review the planning and leading of the main component of a sport/activity session, describing strengths and areas for improvement and suggesting targets for future sessions.
<b>C.1M4</b>	Lead the main component of a planned sport/activity session with supervision, demonstrating some appropriate skills and qualities.
<b>C.1M5</b>	Review the planning and leading of the main component of a planned sport/activity session, identifying strengths and areas for improvement.
<b>C.1P4</b>	Lead a component of a sport/activity session with supervision, demonstrating limited application of leadership skills and qualities.
<b>C.1P5</b>	Identify own application of leadership attributes with examples.
<b>Sources of information to support you with this Assignment</b>	<p><b>Websites</b></p> <p>The following website will provide help when carrying out research:</p> <p><a href="http://www.britishswimming.org">www.britishswimming.org</a> – Amateur Swimming Association</p> <p><a href="http://www.britishcycling.org.uk">www.britishcycling.org.uk</a> – British Cycling</p> <p><a href="http://www.british-gymnastics.org.uk">www.british-gymnastics.org.uk</a> – British Gymnastics</p> <p><a href="http://www.olympics.org.uk">www.olympics.org.uk</a> – The British Olympic Association</p> <p><a href="http://www.englandbasketball.co.uk">www.englandbasketball.co.uk</a> – English Basketball Association</p> <p><a href="http://www.thefa.com">www.thefa.com</a> – The Football Association</p> <p><a href="http://www.lta.org.uk">www.lta.org.uk</a> – The Lawn Tennis Association</p> <p><a href="http://www.rfu.com">www.rfu.com</a> – The Rugby Football Union</p> <p><a href="http://www.1st4sport.com">www.1st4sport.com</a> – Sports Coach UK</p> <p><a href="http://www.sportsleaders.org">www.sportsleaders.org</a> – Sports Leaders UK</p> <p><a href="http://www.ukathletics.net">www.ukathletics.net</a> – UK Athletics</p> <p><a href="http://www.uksport.gov.uk">www.uksport.gov.uk</a> – UK Sport</p>
<b>Other assessment materials attached to this Assignment Brief</b>	<i>None</i>

**Notes to the assessor (*to be removed before distribution to learners*):**

<p><b>Approach to teaching and learning to support learners to 'get it right first time'</b></p>	<p>Pearson expects that before the assignment brief is distributed to learners they should have already:</p> <ul style="list-style-type: none"> <li>attempted formative assessment tasks that replicate important elements of the activities to be carried out in this assignment</li> <li>received feedback on how they performed including what they did well and how they can further improve including both the quality of their work and the way they went about their work.</li> </ul> <p>It would be most beneficial for learners to explore the individual elements of the assignments task before attempting to put them all together in a mock assessment.</p> <p>This will help learners to do their best first time and reduce the likelihood of learners needing to do a resubmission.</p>
<p><b>The scenario</b></p>	<p>The 'scenario' can be adapted to any situation that would allow the learner to carry out research on how user interface meets user interface design principles, how they vary across different uses, devices and purposes.</p> <p>The selection of the user interfaces is critical, the user interfaces should provide sufficient coverage of Learning Aim A, Teaching content and focus on the user interfaces used by individuals and organisations allowing the learner to provide detailed and relevant user interface examples.</p> <p>The assignment provides a realistic vocational context for the learning aim. It would not be good practice to artificially force this assignment into a 'vocational role' that is either:</p> <ol style="list-style-type: none"> <li>not realistic to the level of the learner/qualification</li> <li>not directly relevant to the qualification.</li> </ol> <p>In this instance the learner should have full access to pre-defined user interfaces so that they can be full interrogated and provide the learner with the opportunity to access Learning Aim A requirements.</p>
<p><b>The task</b></p>	<p>The task set is holistic and allows the learner to be assessed against what is a continuum of effectiveness. Therefore, learners should not be asked to complete separate tasks for each criterion.</p> <p>Evidence submitted must be produced by the individual learner, and <b>not</b> as a contribution as part of a team. This means the learners must carry out research on different types of user interfaces used by individuals and organisations, analyse the varying needs of the audience and how these affects both the type and design of the interface and how design principles provide both appropriate and effective user interaction with hardware devices.</p> <p>Print screens of the relevant detailed examples should support the analysis carried out by the learner.</p> <p>The planning and initial design of the user interface, using the design principles listed in section A3, will be undertaken in Learning Aim B</p>

	<p>Assessment. For Learning aim C the learner will Develop and review a user interface.</p> <p>For this assignment, learners must have access to: a range of user interfaces from different applications/devices, e.g. tablets, watches, software applications, websites, apps.</p> <p>Centres are encouraged to adapt the task providing the requirements of the assessments is maintained and are encouraged to use the Assignment Checking Service available to centres if they do so.</p>
<p><b>Evidence checklist</b></p>	<p>For this instance, a report or podcast or presentation with speaker notes would allow the opportunity for the learner to provide an analysis of how two different types of user interface meet the design principles and user needs. Annotated screen prints of the user interfaces reviewed would support the evidencing of this learning aim.</p> <p>It is important that the evidence provided can be independently authenticated by both an Internal Verifier (IV) and a Standards Verifier (SV). It is, therefore, required that there is evidence of the investigation taking place.</p> <p>In this instance, there is no requirement for the learner to submit a Record of Activity, e.g. observation record or witness statement.</p>
<p><b>Sources of information to support you with this Assignment</b></p>	<p>Sources of information should directly support the learner to complete the assignment. Sources of information are not intended to form additional teaching and learning. Centres should ensure that all teaching and learning has been completed before distributing the assignment to learners.</p> <p>It is advisable that a mixture of theoretical sources and sources directly contextualised to planning, pitching and running an enterprise will give learners the best opportunity to achieve their best.</p>
<p><b>Other materials</b></p>	<p>This Authorised Assignment Brief does not include any materials to support learners.</p> <p>It is expected that learners produce their own evidence.</p> <p>Therefore, the provision of templates <b>is not appropriate</b> in this instance.</p>
<p><b>Your assessment decision</b></p>	<p>You will notice that the assessment criteria form a 'continuum of effectiveness'.</p> <p>Therefore, when assessing the learners work rather than assessing the achievement of each criterion separately you should start at the distinction criteria and work backwards to find the point at which the learner meets the targeted criteria.</p>